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IDENTIFIERS	NATIONAL PLANNING AND DEVELOPMENT COMMITTEES, *VICA, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

AESTRACT

THIS REPORT OF THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION INCLUDES NINE COMMITTEE REPORTS ON THE TOPICS WHICH ARE OF GREATEST IMPORTANCE TO STATE SUPERVISORS, TEACHER EDUCATORS AND OTHERS. THE TOPICS ARE: (1) IMPROVED TEACHER EDUCATION PROGRAMS TC MEET THE GROWTH NEEDS, (2) A PROGRAM OF RESEARCH TO MEET THE NEEDS IN AN EXPANDING ECONOMY, (3) SPECIFICATIONS OF A TOP QUALITY PROGRAM AND HCW TO MEET THEM, (4) MEASURING THE EFFECTIVENESS OF PROGRAMS, (5) THE CHALLENGE OF THE PROGRAM TO PERSONS WITH SPECIAL NEEDS, (6) CURRENT AND PROJECTED CURRICULUM NEEDS OF THE PROGRAM, (7) A NEW DIMENSION AND RESPONSIBILITY OF EVERY TRADE AND INDUSTRIAL EDUCATOR FCR VCCATICNAL INDUSTRIAL CLUBS OF AMERICA, (8) KEEPING PROGRAMS CURRENT WITH TRADE PRACTICES AND THE REQUIREMENTS OF INDUSTRY, AND (9) EXPANDING TRADE AND INDUSTRIAL EDUCATION SERVICES THROUGH COOPERATIVE TRAINING PROGRAMS. A CONFERENCE AGENDA, SUGGESTED GUIDELINES FOR THE CCMMITTEE ACTION, AND A SUGGESTED PLAN OF ACTION ON THE COMMITTEE REPORTS ARE APPENDED. (GR)

ED036628

NATIONAL PLANNING AND DEVELOPMENT COMMITTEES

in

TRADE AND INDUSTRIAL EDUCATION

REPORT OF ACTIVITIES

U. S. DEPARTMENT OF

HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Adult, Vocational and Library Programs

Division of Vocational and Technical Education

Washington, D. C. 20202

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REPORT OF ACTIVITIES

of the

NATIONAL PLANNING AND DEVELOPMENT COMMITTEES

In Connection With

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Hotel President
Kansas City, Missouri
May 14-16, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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and

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U. S. OFFICE OF EDUCATION
Washington, D. C. 20202

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INTRODUCTION

Theme of Conference

"Meeting the Challenge of Growth and Development" served as the theme of the 1968 National Conference on Trade and Industrial Education.

It is not a challenge of recent, emergency creation for Trade and Industrial Educators. For the past five decades it has been a vital goal of the dedicated people in this field of Vocational Education as they have continuously expanded and improved their programs to serve growing numbers of persons in an ever increasing number of occupations in the industries, the trades, and the service fields.

During fiscal year 1968 approximately 1,500,000 received some type of Trade and Industrial Education in high school, post high school, and adult programs. Enrollment is increasing annually by more than 200,000 persons.

TODAY - we have rededicated our efforts to meet the new challenges which our expanding population, our growing economy, and our new social order bring to us in this field of education.

Who Participated?

Over 200 persons participated in the conference including some 18 speakers and panel members. They came from 41 states and the District of Columbia to help lead the discussions and to contribute of their years of experience and knowledge, their varied abilities and their vision. They represented a wide cross section of Trade and Industrial Educators, men from labor and industry, and from Government Agencies. Among them were:

67 State Supervisors of Trade and Industrial Education
49 Trade and Industrial Teacher Educators
41 Local Directors and Supervisors of Vocational Education including a number of Area Vocational Schools
11 Directors and Program Officers from the U. S. Office of Education including men from seven of the nine regional offices.

The conference was also favored by the attendance of officials from the following organizations:

Beech Aircraft, Wichita, Kansas
Bureau of Apprenticeship and Training, U. S. Department of Labor
Bureau of Employment Security, U. S. Department of Labor
Electronic Industries Association, Washington, D. C.
International Brotherhood of Electrical Workers, Washington, D. C.
Kansas City Insurance Company, Kansas City, Missouri

National Association of Manufacturers, New York, N. Y.
National Tool Die & Precision Machining Association, Washington, D. C.
Portland Cement Association, Chicago, Illinois
S K F Industries, Philadelphia, Pennsylvania
Structural Clay Products Institute, McLean, Virginia
Vocational Industrial Clubs of America, Washington, D. C.

The Conference Program

The Agenda for the conference is included in this report as Appendix A. The formal presentations and panel discussions were well received and each made its contribution toward a fuller understanding of the economic, moral, and professional foundations upon which Trade and Industrial Education programs are operated. Dr. Martin R. Gainsbrugh's presentation was the highlight of these presentations, as indicated by the many favorable responses.

To operate the conference required the active services and participation of a great many persons including:

3 General Chairmen
27 Committee Chairmen
18 Co-Chairmen
27 Recorders
8 Program Sessions Chairmen
8 Speakers
10 Panel Members
11 Persons to handle the general administrative functions, such as; registration, luncheon tickets, services to committees, etc.

Problems Facing Trade and Industrial Educators

Priority issues and problems of vital concern to Trade and Industrial Educators throughout the nation served as the basic foundation upon which the program for this conference was organized.

The top nine areas of greatest importance to State Supervisors, Teacher Educators and others were identified. The conference was planned to devote a major portion of time to an analysis of these problem areas and to the development of a National Plan of Action for each area. Nine committees were structured and chairmen selected. A suggested guide was prepared and distributed to the committees at the conference. A copy of this will be found in Appendix B of this report.

National Planning and Development Committees

The conference schedule was planned to provide each of the nine National Planning and Development Committees with a total of at least six hours in three work sessions plus a reporting period. The entire conference participated in these committee sessions according to each person's own choice of a committee.

The committee chairmen were requested to name co-chairmen and recorders at the initial session. A separate report was prepared for each committee by the recorder, chairman, and co-chairman. These committee reports constitute the main body of this publication.

The Goals of Trade and Industrial Education

What are the nation-wide goals of Trade and Industrial Education as seen through the eyes of the persons present for the first day of the conference representing 41 out of the 50 states and the District of Columbia.

The 1968 National Conference addressed itself to the important task of identifying these goals. Those in attendance organized themselves into nine groups to accomplish this assignment in a two and one-half hour period.

A full report of the deliberations of these groups has been prepared by the recorders and Dr. Joe L. Reed, Professor and Head of Industrial Education, The University of Tennessee, Knoxville, who served as General Chairman and Coordinator for this portion of the conference.

This report makes a very significant contribution to the field of Trade and Industrial Education. It points out quite clearly, to all concerned, those goals of vital importance which must be achieved if we are to meet the challenge of providing adequate training in occupational skills, knowledge, judgement, standards of workmanship, motivation, and personal growth demanded by our complex industrial and social order.

The Report on Goals, together with Mr. Walter Verney's report on "Meeting the Growth Demands for Training" (see below), are being published as a companion volume to this publication.

Meeting the Growth Demands for Training - What are the Needs?

The same nine groups which identified the National Goals continued their deliberations under the leadership of the co-chairmen and new recorders for an additional hour to determine what the Trade and Industrial Education needs are for meeting the growth demands for training.

The results of this concentrated one hour period are presented in a report prepared by the recorders and Mr. Walter Verney, Senior Program Officer, Regional Office I, Department of Health, Education and Welfare, Boston, who served as General Chairman and Coordinator for this session of the conference.

This report also makes a very significant contribution to Trade and Industrial Education by pointing out 101 specific needs as seen by the leaders in Trade and Industrial Education, industrialists, labor leaders, association executives, and others from 41 states across the nation.

Mr. Verney's summary helps us bring the vast array of needs into sharp focus and perspective, by cataloging them into six major areas and then listing the identified needs in each area. By so doing, he depicts both the breadth and depth of coverage. By further analysis he shows the frequency with which the top seven needs are mentioned in the nine conference groups. For example, the need for qualified instructors and support staff, and the need for improved contacts with labor and industry were each identified by seven out of the nine groups.

Suggested Plan of Action

The "National Planning and Development Committee" concept in conference organization is based upon the belief that a National Plan of Action is one of the initial steps toward the improvement of any Trade and Industrial Education program or function.

The concept was first put into operation at the 1967 National Trade and Industrial Education Conference at St. Paul, Minnesota. It was refined and again utilized at Kansas City, this time with the added reinforcement of first identifying:

a. The National Goals of Trade & Industrial Education, and
b. The Needs Relating to the Task of Meeting the Growth Demands for Training.

It would seem that the next step is the improvement and refinement of these Plans of Action developed by the committees. This should certainly involve the incorporation of well conceived and successfully operated programs in the states and local communities.

A Suggested Plan of Action, relating to the committee reports, will be found in Appendix C.

ERNEST B. STUDEBAKER
Conference General Chairman

ACKNOWLEDGEMENTS

The Division of Vocational and Technical Education wishes to express its sincere appreciation for the assistance and generous cooperation of so many persons who contributed so freely of their time, their skills and experience to make this a most productive conference.

We are most grateful to each of the 56 CHAIRMEN and CO-CHAIRMEN who provided the leadership necessary to utilize the resources and varied experiences represented by the participants in each work group.

For the skillful reporting of the activities in each committee session, we are especially indebted to each of the 27 RECORDERS. With their help this report of the conference is made possible. Without them it would have been difficult indeed to communicate to others the benefits derived.

Although a formal expression of appreciation was forwarded to each of the SPEAKERS and PANEL MEMBERS following the conference, we wish again to thank each for his professional contribution to the thought and action of this conference, and for the personal investment he was called upon to make.

We were especially pleased to have with us for the Tuesday sessions, Mr. EDWIN R. BRODEN, President and Chairman of the Board, S K F Industries, Philadelphia, Pennsylvania and for his valued contributions to the discussions from his long and varied service in industry. Mr. BRODEN was present representing his interest in Trade and Industrial Education, and as a member of the Education Committee of the National Association of Manufacturers.

Mr. WILLIAM F. ROARK, Director, Mason Relations Department, Structural Clay Products Institute, McLean, Virginia was present for the entire conference and contributed materially to the discussions from his many years in labor and industry. During the past several decades, Mr. ROARK has been closely associated with Trade and Industrial Educators throughout America. As a result of his skillful leadership many communities now have successful programs in operation for the pre-apprentice training of bricklayers and masons in high schools, and for the continued improvement of journeymen and supervisors in these crafts. He is a member of the National Labor-Management Advisory Council for Trade and Industrial Education of the American Vocational Association and during the year 1968-69 served as Co-Chairman. For his many contributions, we are most grateful.

We were also pleased to have with us for the entire conference, Mr. JEROME M. SHOSTAK, Program Executive, National Association of Manufacturers, New York City. He too is a member of the National Labor-Management Advisory Council for Trade and Industrial Education. It was through the active interest of Mr. SHOSTAK in the Vocational Industrial Clubs of America that N A M officially recognized our youth organization in 1968. Present also for part of the conference as members of N A M EDUCATION COMMITTEE were Mr. MARION P. STEVENS, Administrator, Aviation Education, Beech Aircraft, Wichita, Kansas and MR. OLIVER D. WELCH, Vice-President, Kansas City Insurance Company, Kansas City, Missouri. Our thanks to each of them for joining with us.

We especially want to recognize the interest of the National Tool Die and Precision Machining Association, Washington, D. C. in making it possible for Mr. EDWARD A. O'BRYAN, Assistant Training Director, to be present for the conference and actively participate. This Association is making a very substantial contribution throughout the country to the training of employees for the industry they represent.

Our grateful appreciation to Mr. LARRY W. JOHNSON, Executive Director, the Vocational Industrial Clubs of America, Washington, D. C. for his participation and assistance and especially for his excellent presentation of THE VICA STORY at the Thursday Morning session. We wish to also express our gratitude and thanks to Mr. CHARLES B. DYGERT, State VICA Director and Apprentice Consultant, State Department of Education, Columbus, Ohio for his assistance in making this presentation. Under Mr. JOHNSON'S National Leadership VICA is truly becoming a very vital new dimension of Trade and Industrial Education for high school and post high school students.

To Mr. THAINE D. McCORMICK, Director, Adult, Vocational, and Library Programs, Regional Office VI, Kansas City, Missouri, and to HIS STAFF for their dedication and faithful services, we are immeasurably indebted. As a direct result of their careful attention to the many details prior to and during the conference, and their harmonious relationship with the Hotel PRESIDENT, the entire conference was able to operate most effectively. To each we express our sincere thanks!

The Conference General Chairman wishes to express his deep appreciation to Dr. EDWIN L. RUMPF for his resourceful leadership, wise counsel, and his inspiration during the period in which the conference program was developed, for his very able service as Chairman of two conference sessions, and for his assistance and reinforcement throughout the conference.

For the good services of Miss CLAUDETTE P. HARE, Secretary to the Chief, Trade and Industrial Education, we are all gratefully indebted. In addition to her regular duties she also served in an Administrative Assistant capacity for some 4 1/2 months while the conference was being planned and organized. Through her initiative, effective organizing, and high level performance, the great volume of detailed actions were accomplished to complete the conference program. During this period she also assumed and carried out the responsibilities for revising the Directory of State Supervisors of Trade and Industrial Education and published the April 1968 Directory in time for its distribution at the conference.

Finally, grateful acknowledgement is made to NATIONAL ASSOCIATION OF STATE SUPERVISORS OF TRADE AND INDUSTRIAL EDUCATION and its President, Mr. EURUS STOLTZ, Chief, Trade and Industrial Education Occupations Service, State Board of Vocational Education and Rehabilitation, Springfield, Illinois for assistance in making this report possible, and also to INDIANA STATE UNIVERSITY, Vocational/Technical Department, Instructional Materials Laboratory, and MR. DONALD L. POUND, Chairman, Vocational/Technical Education Department, under whose direction this report was reproduced.

AN IMPROVED TEACHER EDUCATION PROGRAM

TO

MEET THE GROWTH NEEDS FOR T & I EDUCATION SERVICES

A Report Of Committee #1

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Planning & Development Committee Sessions #1-3 Committee No. 1

Roster of Participants

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AN IMPROVED TEACHER EDUCATION PROGRAM TO MEET THE GROWTH NEEDS FOR T & I EDUCATION SERVICES

Conference Committee #1

Chairman: Dr. George L. Brandon
Co-Chairman: Dr. Willard M. Bateson
Recorder-Reporter: Dr. Alfred F. Newton

The National Planning and Development Committee for priority area #1 - Improving T & I Teacher Education - held three two-hour sessions. Participants representing teacher education, supervision, and administration fluctuated in number from 19 to 33. A majority of the participants were teacher educators.

The group discussions centered around the following:

1. Identifying the major problems of T & I Teacher Education
2. Formulating some national goals for T & I Teacher Education
3. Developing a national plan of action toward reaching the goals.

During the first session the group discussions identified a list of problem areas. These problem areas gave direction to the identification of tentative goals.

During the second session the group identified a "laundry list" of resources which should be used to accomplish the proposed goals. The list was classified into local, state, regional, and national resources.

The third session was devoted to the formulation of goals and developing a plan of action toward attainment of these goals. The committee was divided into three sub-committees and each was assigned the task of stating the goals and giving a specific plan of action.

This committee recommends the following plan of action:

I. To communicate our findings - goals and plan of action - to the Executive Board of NAITTE, with the recommendation that:

   1. they be reviewed for relevancy and importance

   2. they be referred to other concerned groups such as the T & I Policy and Planning Committee and the AVA Council on Teacher Education

   3. committees be formed to further refine and determine subsequent plans of action.

II. Efforts be made to hold annual conferences of T & I Teacher Educators in order that they might find solutions to the many problems facing teacher education.

Some goals for T & I Teacher Education:

I. To improve the effectiveness of T & I Teacher Education programs by:

1. identifying areas of involvement among, between, and within professions as they relate to T & I Teacher Education programs

2. re-examining the role of T & I Teacher Education as it relates to Public Relations

3. reviewing, interpreting, refining, and stimulating support of Operation Impact as its purposes relate to T & I Teacher Education.

II. To initiate a recruitment program which will double the present number of available qualified T & I teachers and leaders by 1975. This goal is to be attained through the following plan of action:

1. increase salaries
   a. industry supplement
   b. state reimbursement

2. grants for teacher education
   a. NDEA fellowships
   b. Educational and Professional Development Act

3. realistic state qualifications for T & I teachers and leaders
   a. valid competency tests
   b. research

4. screening returning veterans

5. examine the graduates of T & I programs

6. VICA to encourage its membership to enter T & I teaching and preparation for leadership roles

7. utilization of mass media

8. recruiting from part-time instructors

9. recruiting from a broader ethnic and social base.

III. To seek the establishment of a T & I teacher education accreditation agency. This goal to be attained through the following:

1. a committee should be established with a representation from the DVTE, AVA (T & I Division), Department of Teacher Education, NAITTE, and others, and charged with the development of evaluative criteria for the accreditation of T & I Teacher Education programs; this same group should provide for the implementation of accreditation of teacher education for trade and industrial teachers through appropriate accreditation agencies

2. this committee should be appointed prior to September 1, 1968 and assembled for a workshop during the 1968-69 school year

3. the findings of the committee should be reported to the next National Conference for T & I Education.

Resources which should be used to accomplish the Goals

Resources - Local

1. Local director or other educational personnel should follow-up his best graduates and attempt to recruit them for the teaching profession.

2. Get feed-back from the graduates which will give basis for improvement of the local programs.

3. Craft committees and advisory committees can give direction to improvement of the local program and identify prospective teachers.

4. Representatives of other professional organizations can give aid toward recruitment.

5. Involve ourselves with the local political leaders or the power structure.

6. Ask graduate students and graduates for help in identifying prospectives.

7. A salary schedule which recognizes the trade competency and places him on the level of a degree holder.

8. Local research groups.

Resources - State Level

1. Employment security agency could help identify retired teachers in the state.

2. State organization of retired teachers.

3. State Vocational Education Staff.

4. State organizations - Chamber of Commerce, JayCees, other civic clubs.
5. Use of the mass media systems personnel.
6. The State Industrial Development Commission.
7. Legislative committees.
8. State research groups - RCU.
9. State education organization.
10. State Fair.
11. State representatives of VICA.
12. State colleges or universities.

Resources - Regional

1. Regional educational associations.
2. Regional accreditation agencies.
3. Military regional districts.
4. Regional research units or groups.
5. Regional instructional materials laboratories.
6. Industries which work on regional bases.
7. Regional professional organizations.
8. USOE regional office.

Resources - National

1. Military program - Operation Transition.
2. National professional groups - AVA - NEA.
3. National industrial organizations, foundations, etc.
4. International organizations.
5. National Industrial Conference Board.
6. Governmental agencies and departments.
7. Federal legislature - Federal Acts, EPDA

A WELL DEFINED, COORDINATED, AND DIRECTED PROGRAM OF RESEARCH

TO

MEET THE NEEDS OF T & I EDUCATION IN AN EXPANDING ECONOMY

A Report Of Committee #2

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committee

Priority Area Research — Committee No. 2

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RESEARCH TO MEET TRADE AND INDUSTRIAL NEEDS

Conference Committee #2

Chairman: Mr. Frank H. Wimer
Co-Chairman: Mr. Jack Boulton
Recorder: Mr. Howard C. Wiechman

The National Planning and Development Committee for priority area #2 - A Program of Research to Meet T & I Needs - met during the scheduled periods in the conference agenda. We discussed a number of problems which challenge T & I Educators during this period of the expanding economy with its critical shortages of skilled and motivated workers in many of the occupations which we serve.

The members of the committee agreed that the interests of T & I people in research should be directed toward applied research in order that the pressing problems already identified be solved and the results put into operation without delay.

A number of problem areas with which the committee members are faced in their states were identified and discussed. These included:

1. How to develop and operate vocational programs to meet the needs of people and employers in sparsely populated areas and in small communities.

2. A collateral problem to the one above is the providing of teacher education and training services for these areas.

3. Development and introduction of T & I programs for emerging occupations and the phasing out of programs in occupations where the need is decreasing or being met by other means.

4. Development of occupational competency standards for teacher selection and student achievement measurement.

5. What should be the role of the T & I teacher in research.

6. Identify and publish a list of "Top Priority Needs for Research in Trade and Industrial Education." Such a list would have helped prevent the approval of research projects using Vocational Education funds which resulted in little or no benefit at all to Trade and Industrial Education.

7. Establish safeguards to assure that researchers on T & I related projects work closely with teachers, coordinators, supervisors, teacher educators, etc.

8. Critical examination of the criteria for certification of vocational counselors in our high schools is urgently needed. They need and should be

required to have at least several years of successful occupational experience other than in the teaching profession or related fields.

The committee agreed that one of the top priority needs today in T & I Education is the:

"Development of Adequate Programs and Curricula to Meet Industry Needs."

In this connection, it was felt that we need to develop and use improved techniques, methods, and procedures for making functional industry analyses to determine the occupational training requirements, and as a prerequisite for planning the training program and for the preparation of adequate curriculum for each occupational program. This should include:

1. A functional analysis and study of:

   a. all functions and operations performed, behavior, conditions, criteria, etc.

   b. job classifications

   c. knowledge, skills, judgement required

   d. employee selection criteria

   e. -------(other).

2. Consideration of limiting factors

   a. age limits

   b. target population available for training

   c. costs, availability of funds, etc.

   d. time estimates

   e. space required, equipment, materials, etc.

   f. government requirements, if any

   g. instructor qualifications and preparation

   h. -------(other).

3. Job promotion sequences and opportunities.

4. Current and projected industry needs.

Plan of Action

1. Join with industry and labor

   a. Industrialists, men from labor, T & I Educators, representatives of related organizations, and other selected persons should work jointly to identify critical areas and problems needing research. The results should be published and distributed to interested groups and individuals whose cooperation, resources, and assistance should be sought.

   b. Develop planned procedures and techniques for making functional industry analyses to be used for determining training needs, planning T & I programs, development of curricula, evaluation of programs, etc. Distribute the plan widely.

   c. Consider establishing a National Office Liaison Research Committee for Trade and Industrial Education to:

      + promote research needs in T & I Education
      + seek resources for conducting identified research
      + review and make recommendations on research proposals
      + publicize results of research useful in T & I programs
      + --------(other).

      Committee structure and functions to be planned by officials of the following and other organizations:

      NASSTIE - National Association of State Supervisors of Trade and Industrial Education
      NAITE - National Association of Industrial Teacher Educators
      NCLA - National Council of Local Administrators
      ** - Trade and Industrial Education Teachers (now being organized)

   d. Establish a liaison committee for each trade, service field, and government occupation served by T & I Education.

   e. Encourage industry-wide research relating to trends in those occupations, industries, and govenment services in which T & I programs are in operation or needed.

      Identify basic forces at work which cause changes in occupations, create new ones and eliminate old ones.

2. Public Relations

a. Develop a "Public Relations Policy" for Trade and Industrial Education. Seek aid and counsel of specialists in industry, labor, business, associations in this field, and others.

b. Prepare a "Public Relations Handbook" and distribute to every T & I teacher, coordinator, supervisor, teacher educator, local administrator, etc.

c. Include public relations units in all In-Service and Pre-Service Teacher Education programs. Enlist services of P-R specialists in both preparation of the units and their presentation.

d. T & I programs at local, state, and national levels should be evaluated on their public relations effectiveness.

e. Make full use of both students and professional personnel in telling the "T & I Education Story" in the communities, at state functions, and through all the news media.

f. Assure that such conferences as this are well covered by local and national news media.

g. Let's give Trade and Industrial Education in America the high place it has earned and deserves for the services it has rendered to the many millions of persons during these past 50 plus years and for the challenge it accepts for the future.

3. Inventory of Talent

a. T & I Educators should be deeply concerned and involved in research projects in their field.

b. Much of the research that has been funded under the Vocational Education Act of 1963 has very limited direct significance to T & I - this in spite of the growing needs for more and better trained mechanics, craftsmen, service personnel, technicians, and others.

c. T & I Educators must be better trained to identify problems and needs for research in their occupational areas and to make preliminary analysis of these.

d. An inventory is needed of persons who are capable of making functional industry analyses. These persons should be utilized

in conducting seminars, workshops, and special training programs for:

+ T & I teachers, coordinators and supervisors
+ apprentice training officials
+ vocational counselors
+ curriculum specialists
+ test and evaluation specialists
+ others as needed.

This type of analysis should be used to supplement the skills in trade and job analysis, inventory techniques, and the many other types of analysis with which T & I professionals are generally familiar.

e. An elementary manual on Surveys and Research Methods should be developed for T & I professionals and should include such things as:

+ how to "spot needs" for research
+ how to make at least preliminary analysis of the needs
+ how to plan and conduct surveys and research
+ how to prepare research proposals
+ how to serve on a research project committee
+ how to evaluate research proposals
+ how to prepare research reports
+ how to translate research findings into action programs.

The Report of the Planning and Development Committee on "Research Needs for Trade and Industrial Education" covering its activities at the National Conference on Trade and Industrial Education, St. Paul, Minnesota, May 3-5, 1967 contains a number of charts designed to assist in the analysis of research problems. Mr. Wimer also served as Chairman of this committee and prepared the report with the assistance of Mr. David Bjorkquist, Associate Professor, The Pennsylvania State University, University Park, Pennsylvania, who served as Recorder.

TOP QUALITY T & I PROGRAMS:

THE SPECIFICATIONS AND HOW TO MEET THEM

A Report of Committee #3

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Top Quality Trade and Industrial Programs Committee No. 3

Roster of Participants

Chairman: L. V. Ballard, Director
Vocational Industrial Education Division
Texas Education Agency
Austin, Texas

Co-Chairman: Lee Palmer, State Supervisor
Trade and Industrial Education
Santa Fe, New Mexico

Recorder: Louis Kirkland, Coordinator
Industrial Education
Pennsylvania State University
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BOS, HARVEY L., Supervisor, Trade and Industrial Education, Chicago, Illinois

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FIELDING, MARVIN R., Dean, Vocational Technical Education, Junior College District, Sadalina, Missouri

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SHADLE, OWEN, Director, Vocational Technical Education, Area XI School, Des Moines, Iowa

TOWNSEND, J. JACKSON, State Supervisor, Trade and Industrial Education, Charleston, West Virginia

TRAYLOR, A. Z. SR., Consultant, Education Program, State Department of Education, Atlanta, Georgia

WILSON, CONWAY, Local Director, Vocational Education, Crowley Ridge Vocational Technical School, Forrest City, Arkansas

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Opening and Organization of the Committee

The Group #3 committee's first session was called to order by Mr. L. V. Ballard, Chairman, at 7:00 p.m., May 14, 1968, in Room 211, Hotel President, Kansas City, Missouri.

After the introduction and appointment of a co-chairman and recorder, Mr. Ballard prefaced the discussion to clarify the manner in which the committee would proceed; that is, in an informal conference procedure with each member making such contributions as desired.

The chairman briefed the committee to clarify the work to be done and the plan to divide into sub-committees, with each sub-committee working on and reporting back to the general committee a summary of their deliberations. The purpose of dividing into sub-committees was to secure a broad coverage of the various aspects of the assigned topic, "Top Quality Programs."

The Committee's Objectives

The next step taken by the chairman and committee was to arrive at a concensus of objectives or goals to be undertaken by the committee. The committee's objectives or goals were as follows:

1. To define a top quality program.

2. To establish the criteria, or key points, or major factors, which need to be considered in measuring the quality of a program.

3. To develop the framework of a guide to be printed that would assist vocational educators, school administrators, curriculum directors, and counselors in establishing top quality programs.

What is a Top Quality Program?

In the attempt to define a top quality program, our efforts stimulated the thinking of the individual members and resulted in the identification of some of the essential ingredients of a top quality program as follows:

1. A top quality program must have a written set of objectives that is understood by the instructor, the students, and school administration.

2. A top quality program must achieve desired results.

3. A top quality program must produce understandings, skills, knowledge, attitudes as meets the students' needs, job needs, and society's needs.

4. A top quality program must be flexible and challenging to all students enrolled.

5. Any top quality vocational industrial program must result in employment for its graduates.

What Criteria is Used to Measure the Quality of a Program?
What Major Factors or Key Points Must be Considered?

The committee developed the following items of major concern which they felt should be checked in evaluating a program to establish the program quality:

1. the program objectives

2. the students enrolled

3. the instructional program

4. the effectiveness of the instructor

5. the program facilities

6. the shop and classroom organization and management

7. the instructional materials

8. the shop housekeeping and safety

9. the student leadership development program

10. the existing relationships (student, instructor, industry, school, and community)

11. the use and effectiveness of an advisory committee

12. the placement and follow-up program.

Division of Committee into Sub-Committees

At this point in the conference the chairman divided the committee into seven sub-committees, appointed a chairman of each and assigned each one or more of the above items of major concern or key points.

The sub-committees were instructed to discuss their assignment and be prepared to report and discuss the results of their deliberations when the general committee reconvened.

Each sub-committee met, took up their assignment to develop more specifically each major concern or key points. These sub-committees established the specific evaluative criteria to be used in determining, for example, the effectiveness of the instructor.

Reporting of Sub-Committee Chairmen

Either the chairman of each sub-committee, or other persons designated, reported the conclusions reached in these seven sub-committees. Each report was discussed to clarify the meaning and to reach a general understanding of the application of the specific evaluative criteria. Each sub-committee submitted a written report of their efforts to the general committee chairman.

Sub-Committee Reports Summarized

As your reporter, I have reviewed the written sub-committee reports and the notes taken of the discussions when these committees reported back to the general committee, and attempted to delete overlapping statements and organize the results into an instrument which could be used as a guide to determine the quality of a local vocational industrial program. Following are the results:

A. Program Objectives

1. A statement of objectives exist in written form for each Vocational Industrial Education program.

2. The statement of objectives clearly defines the purposes to be achieved in Vocational Industrial Education programs and the final goal of employability.

3. The program objectives are fully understood by the instructor, students, and administration.

4. All those concerned show evidence of working to accomplish the statement of objectives.

B. Students

1. Student objectives are compatable with program objectives, leading to employment and citizenship.

2. Student selection is based on ability to profit from the instruction. (interest, aptitude, physical requirements, educational requirements)

3. All students enrolled are eligible for the program and interested in preparing for employment.

4. Students are re-enrolled in other school programs when it is evident they are not making satisfactory progress.

5. With the exception of first year programs, all students enrolled can secure a minimum of two years training and are ready for employment immediately following termination of training.

6. Student dress and attitudes are appropriate for the program activities.

7. Student work habits are satisfactory.

8. All students are regular in attendance and have satisfactory training opportunities. (training stations and training experience are satisfactory)

9. Student-teacher ratio is satisfactory.

C. The Instructional Program

1. The work performed is on a useful and productive basis.

2. There is a written course of study which is being followed.

3. This course of study is up-to-date and is compatable with objectives, equipment and the needs of beginning workers.

4. A satisfactory related instructional program is in evidence.

5. The shop or laboratory instructional program is well organized and provides experience leading to employment.

6. The instructional program provides for individual differences of students and at the same time has sufficient breadth and depth to challenge all students.

7. The instructional program provides for orderly progression of students as evidenced by a progress record.

8. The instructional program provides for the development of appreciations, understandings, habits, and attitudes as needed for students to become socially acceptable, productive citizens.

9. The instructional program is sufficiently flexible as to provide for remedial instruction.

D. The Instructor

1. The instructor demonstrates the ability to provide suitable leadership and direction for the program.

2. It is apparent the instructor has organizational ability.

3. The instructor is planning and directing the program activities satisfactorily.

4. The instructor demonstrates adequate trade competency.

5. The instructor demonstrates the ability to present both a skill and related information lesson effectively.

6. The instructor is resourceful in securing and using instructional materials.

7. The instructor is resourceful in recognizing teaching situations and opportunities.

8. The instructor is professional in improving himself as a person, a teacher and keeping up-to-date in his trade.

9. The instructor's personal situation permits him to do an acceptable job. (finances, health, stability, enthusiasm)

E. Program Facilities

1. There is a satisfactory place to conduct organized related instruction.

2. The class space is equipped with teacher's desk, students and teacher's chairs, chalk board, and other items needed.

3. The class space is adequately lighted, heated, cooled, and ventilated.

4. The shop space is adequate to accommodate the program activities satisfactorily.

5. The shop equipment and tools are adequate and in good working condition.

6. Heating, ventilating, cooling, and lighting are satisfactory in shop or laboratory.

7. Cleaning facilities are satisfactory.

8. Auxiliary spaces for storage, tools, etc., are satisfactory and have shelving and racks as are desirable.

9. Material storage is provided.

10. Storage of machine attachments has been provided.

11. Facilities are provided as needed to adequately safeguard the equipment and tools from theft.

F. Organization and Management (Shop and Classroom)

1. The shop and classroom are arranged for most effective use by students and teacher.

2. The equipment spacing is satisfactory.

3. It is evident there is a planned student organization functioning in the operation of the program.

4. The tool room is well planned and arranged.

5. A tool check system is used in checking tools in and out of the tool room.

6. There is a system to check out materials and books.

7. There is evidence of good planning for material storage and handling.

8. There is an organized accounting system for keeping up with funds received and disbursed.

9. Provisions have been made for storage and safekeeping of parts and other items used in the shop.

10. It is evident students are aware of and are participating in the organization and management of the shop and classroom.

11. There is an established procedure being followed to open and close the class periods.

12. Operating funds have been provided for securing needed items.

13. There is an established procedure followed to acquire the materials, repair parts, and jobs needed without loss of time to students or the instructor.

14. There is a planned program to replace outdated, lost, and worn out tools and equipment and books.

15. There is a planned program to keep equipment and benches in acceptable working condition.

16. Each spring near the end of school time and materials are scheduled to finish benches and inventory tools and equipment.

17. There is a permanent inventory file in either the principal's office, or other school administrator's office showing current inventory and new items added and deleted for the current year.

18. Provisions have been made for permanent program records including student placement and follow-up records.

G. Instructional Materials

1. Adequate consumable materials are available for good instruction.

2. Parts and other non-consumable materials are adequate for good instruction.

3. Texts, reference books, and other reference material are satisfactory and available for use.

4. Current service manuals are available in the shop.

5. Mock-ups, visuals, charts, and other teaching aids are available and are being used.

6. Lesson plans, job sheets, tests, job plans, and other like materials are on file and are regularly used by the instructor.

H. Shop Housekeeping and Safety

1. Housekeeping is satisfactory as evidenced by uncluttered floors and benches.

2. Waste materials are not allowed to accumulate and waste containers are emptied on a regular schedule.

3. Tools and equipment are cleaned daily.

4. Tools and equipment are put back in place when a job is completed and at the closing of each class session.

5. Benches, equipment, floors, walls, and ceilings are painted and in acceptable shape.

6. Auxiliary rooms are clean and uncluttered.

7. There is a planned housekeeping program as evidenced by student organization.

8. Machines are equipped with guards and they are being properly used.

9. There are adequate provisions for fire protection. (safety cans, fire extinguishers, limited volatile liquids, fire inspection, fire prevention, instruction, etc.)

10. There are adequate electrical safety measures. (tools and equipment installed in conformity with applicable code, electrical inspection program, a central master fuse/breaker box, instruction on electrical hazards, etc.)

11. There are other adequate personal protection considerations. (clothing, eyes, first aid, safety instruction, hazards resulting in personal injury, use of acid and caustics, etc.)

12. Provisions are made for storage of materials and handling of heavy items.

I. Leadership Development Program

1. Each Vocational Industrial Education program has an organized VICA chapter.

2. Each VICA chapter has a planned program of activities designed to develop leadership abilities and promote citizenship.

3. VICA chapters participate in district and state meetings.

4. VICA leadership and citizenship activities are regarded by school officials as an integral part of the vocational program.

5. A major percentage of all students eligible for membership in each VICA chapter are participating members.

J. The Existing Relationships

1. Instructor and student relationships are conducive to good learning and effective leadership.

2. Instructor and student-parents' relationships are established on a cooperative basis.

3. Good relationships are established between instructor and potential employers.

4. The instructor is active in community affairs.

5. Instructor relationships with other school personnel are satisfactory.

K. The Advisory Committee

1. There is an active advisory committee which meets as a group to consider program matters.

2. The composition of this advisory committee is representative of both employees representing workers and employers representing management.

3. This committee function is advisory rather than administrative in nature.

4. This committee was appointed by proper school officials and functions on matters relating to the establishment of a program or the improvement of the operation of an existing program.

L. Placement and Follow-up

1. There is an organized plan to place graduates in the occupation for which they were trained or a related occupation.

2. There is an organized plan to follow-up all graduates for three to five years.

3. The instructor is actively engaged in replacing and following up graduates and has records to indicate this activity.

4. The counselor is cooperating in placing and following up graduates and is responsible for permanent placement records.

5. Placement records indicate satisfactory program results.

MEASURING THE EFFECTIVENESS OF T & I PROGRAMS

A Report of Committee #4

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Measuring Program Effectiveness — Committee No. 4

Roster of Participants

Chairman: Mr. Russell K. Britton, Program Officer
Region VIII, U. S. Office of Education
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Co-Chairman: Mr. S. James Senes, Supervisor
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Recorder: Mr. Marion L. Shinn, Director
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WORTHY, HUBERT F., State Supervisor, Trade and Industrial Education, State Department of Education, State Office Bldg., Montgomery, Alabama 36104

MEASURING EFFECTIVENESS OF T & I PROGRAMS

Conference Committee #4

Chairman: Mr. Russell Britton
Co-Chairman: Mr. James Senes
Recorder: Mr. Marion Shinn

A. Why should we promote an evaluation procedure?

1. To insure maximum program for money expended.
2. To insure maximum use of student time.
3. To insure maximum use of equipment and faculty.
4. To insure needs of business and industry be met.
5. To promote over-all program improvement.
6. To serve as source of information to counselors.

B. What are we evaluating for?

1. Provide for entry level employment.
2. To update or retrain workers in field.

C. Criteria that should be considered:

1. Basic evaluation should be at grass roots level.
2. Programs should be based on business and industry needs in local area as determined by effective advisory committees.
3. Instructor competency and certification should be examined.
4. A plan of student selection should be evident. Students should be able to profit from instructors and be employable at graduation.
5. The students should enter the occupation for which training is given upon graduation.
6. Evidence of organization and assignment of duties is present in the classroom.
7. Evidence of administrative support is shown by adequate financing, facilities, and faculty.

D. Resources that Should be Utilized at all Levels (local, state, regional, and national)

1. Employment service
2. Employer-employee groups
3. Civic groups
4. Other government agencies
5. Private and public education agencies
6. Private schools
7. Private employment offices
8. Industrial trainers

9. Research coordinating units
10. State and federal licensing agencies
11. Advisory committees.

E. Plan of Action

1. AVA should assume leadership for establishing a national committee on evaluation and follow through

   a. Cooperating with many educational evaluating groups as: North Central Association, Southern Association, ECPD, NAPNE, others

   b. Geographic and educational levels of representation.

2. Evaluation should be flexible and frequent

   a. Self-evaluation at local level

   b. Local evaluation by state

   c. State evaluation by national.

3. Training should be provided for those persons involved in evaluation.

F. Realistic Time Table

1. Committee should be organized FY 1969
2. Interim plan of evaluation should be available by AVA convention in December 1969
3. Plan should be in operation no later than 1970-71.

THE CHALLENGE FOR TRADE AND INDUSTRIAL EDUCATION

TO

PERSONS WITH SPECIAL NEEDS

A Report of Committee #5

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Persons With Special Needs — Committee No. 5

Roster of Participants

Chairman: Robert Jacoby, State Supervisor
Technical and Industrial Education
Department of Public Instruction
Harrisburg, Pennsylvania

Co-Chairman: Harold E. Cowdin, State Consultant
Department of Public Instruction
Des Moines, Iowa

Recorder: Oran H. Beaty, Director
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BELL, JOHN W., Director of Vocational Education, 1800 Grand, Des Moines, Iowa

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NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

The Challenge for Trade and Industrial Education to Persons With Special Needs

The Vocational Education Act of 1963, in the Declaration of Purpose, indicates that persons of all groups in all ages, in all communities shall have ready access to vocational training or retraining. Special attention in the Act is directed to provide programs for persons having special needs. This is a most important and significant area of vocational education service which has not been adequately provided because of lack of sufficient funds, lack of clear identification of the problem, some lack of concern for this phase of educational need, lack of understanding of nature of programs to serve persons having special needs, and fear of degrading the image of Vocational Education.

Vocational Education, and Trade and Industrial Education specifically, has demonstrated the fact that it can make a significant and unique contribution to this group of individuals in our communities. Trade and Industrial Education must assume responsibility and leadership to provide educational opportunities and programs for persons with special needs, or other agencies will assume this responsibility.

It is, therefore, urgent to define and clarify more adequately the purposes and goals, and to offer suggestive program models to provide ideas to state and local vocational education administrators for development of programs at the local level.

Characteristics of Individuals to be Served

Persons with special needs are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program. The range of ability, intelligence, creativity, and potential among many youth and adults who are academically, socio-economically or otherwise handicapped can be compared favorably with those who are considered able to take advantage and benefit from the regular vocational program.

Individuals may have one or more of the following characteristics:

1. Socially deprived or maladjusted
2. Physical disabilities
3. A degree of mental retardation
4. Inadequate educational background and preparation

5. Poor health and/or malnutrition

6. Low income

7. Excessive and persistent unemployment

8. Individuals who have difficulty in assimilating into the majority culture

9. Isolated from cultural, educational and/or employment opportunities

10. Dependent on social services and agencies to meet their basic needs

11. Lack of motivation for obtaining an education or acquiring a job skill due to a combination of factors

12. Emotional and psychological problems which are not sufficiently serious to require constant special attention

13. Difficulty in handling verbal skills

14. Heads of households who have developed at the semi-skilled or unskilled levels

15. More adaptable at handling non-verbal rather than verbal situations.

Characteristics and Guidelines in Development of Educational Programs

1. Strong emphasis must be directed to the development of personal habits and attitudes, such as, punctuality, proper dress, cleanliness, courtesy, etc. in addition to the job skills.

2. When possible, integrate academic, general education, and vocational skill development. Cooperate with all educational disciplines to make available the supplemental education required to bring these students to a level of achievement required to benefit from the occupational course offerings.

3. Local business, industry, and related agencies of the total community must be involved in the planning and operation of the programs along with the vocational educators to assure industry is willing to absorb the products of the training program.

4. Cooperative education and work-study programs are particularly applicable to this type program.

5. Teacher-pupil ratio must be smaller than regular vocational education classes - 12 to 15 pupils or less.

6. Course offerings must meet a broad range of interests and abilities of students as well as meet the demands of employment opportunities. Courses emphasizing production methods, semi-skilled trades, and service occupations are well suited.

7. Programs must be designed for individuals of all age groups including secondary school pupils, out-of-school youth and adults.

8. The educational program requires a broad range of supportive services including diagnostic guidance in course selection, personnel services while pursuing the training program, and planned transition from school to employment, as well as follow-up in employment.

9. There is need to encourage development of experimental and pilot programs to formulate patterns of organization and operation of programs, curriculum, instructional methods, etc.

Staff for Special Needs Programs

1. Administrators, supervisors, and teachers must be sympathetic and have a special interest in the problems peculiar to pupils having special needs.

2. Special training and experiences are required for teachers in such areas as visual education, remedial instruction methods, psychology of training and working with disadvantaged people.

3. Greater attention needs to be directed to provide more extensive in-service development of the teacher. Staff may need to be rotated in and out of the program periodically. Attempt to recruit and train staff from disadvantaged neighborhoods.

4. More extensive supervision and evaluation of this program is necessary to determine the effectiveness of the outcomes of the program in relation to the established goals.

Resources for Development of Programs

Because of special aspects of programs, it is particularly important and necessary to cooperate with and utilize services and resources beyond our own area of Trade and Industrial Education. Such resource groups include:

1. Advisory committees

2. Areas in the total education system including other fields of Vocational Education, as well as specialist educational services

3. Related community, civic, social, and govenment agencies
   Local employment service, vocational rehabilitation

4. Business and industry

5. Teacher education - including more on-the-job teacher supervision and intern training

6. State Departments of Education

7. Printed resource materials.

Implementation of a Plan for Action

The primary objective of implementation must be to prepare, develop and promote a plan of action directed to stimulate the development of programs at the local level. Because of the importance and the special nature of this area of vocational education and because the need is urgent, immediate attention should be directed to the implementation of several recommendations.

1. Each State Department of Vocational Education should assign a supervisor of programs for the disadvantaged to assure adequate program promotion, development and supervision.

2. The U. S. Office of Education or the National Association of State Supervisors of Trade and Industrial Education should form a National Committee of experienced and knowledgeable individuals in the area of Vocational Education related to special needs, for the purpose of continued exploration, refinement, and development, and implementation of plans, ideas, and guidelines to assist local administrators in the establishment of programs for persons with special needs.

3. Special national and/or regional seminars should be conducted to review, discuss, and exchange ideas with representatives of the states on a plan of action and a suggestion for promotion and development of the program within the state.

4. There is need for additional financial assistance, especially earmarked for use in development of programs for special needs in such areas as (a) research, (b) teacher preparation and development, (c) pilot-experimental programs, (d) study and evaluation of existing activity in this area.

5. The various ERIC publications should be reviewed to locate research and curriculum developments applicable to this program.

PRINTED RESOURCE MATERIALS

Following the conference, a memorandum was mailed to all State Directors of Vocational Education requesting copies of literature related to programs for persons with special needs. From the response received, limited printed resource material exists on the subject.

+ The Youth We Haven't Served, A Challenge to Vocational Education, Kemp, Barbara H., U. S. Department of Health, Education and Welfare, OE-80038.

+ Programs for the Educationally Disadvantaged, U. S. Department of Health, Education and Welfare, OE-35044, Bulletin 1963 No. 17.

+ Training Disadvantaged Groups Under the Manpower Development and Training Act, Manpower Evaluation Report, Number 1, November 1963, U. S. Department of Labor, Manpower Administration.

+ Programs for Youth with Special Needs, 1967 Division of Vocational Education, State Department of Education, Columbus, Ohio 43215.

+ A Survey of Vocational Education Programs for Students with Special Needs, The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212.

+ A Program of Simulated Work and Basic Training Skills, McNulty and Wyllie, State Department of Education, Division of Vocational Education, Trenton, New Jersey.

+ Proposed Pilot Program for Students with Special Needs, Southside Vocational Center, Florence District One, Florence, South Carolina.

CURRENT AND PROJECTED CURRICULUM NEEDS

IN

TRADE AND INDUSTRIAL EDUCATION

A Report of Committee #6

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Current and Projected Curriculum Needs in Trade and Industrial Education

Committee No. 6

Chairman: Roy E. Ayres, State Supervisor
Trade and Industrial Education
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Recorder: Ghernot Knox, Assistant Director
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Massachusetts

Session #1

The first session was devoted to introductions of conferees, their positions, background and reasons for choosing this particular committee. The group had many years of experience in Trade and Industrial Education.

The brief history of previous conferences was discussed and some of the material was quoted from previous conferences as it applied to curriculum.

The committee set about to identify some of the problems, establish the needs, and to set a course of action to solve the problems and to satisfy the needs.

It was agreed through discussion that coordination of curriculum materials need to be done a national level. Many states have done a great deal of work on various course outlines unbeknown to other states; consequently, there has been too much duplication of effort. An expression was used that "we were all mounting the same horse and riding off in different directions". This summed up the thinking of the group.

It was decided after much discussion that each occupation taught should have an occupational packet including:

1. An expanded course of study with job assignment sheets, theory demonstration, etc.
2. Transparencies to supplement teaching materials.
3. Equipment lists and specifications for the occupation.
4. List of expendable supplies.
5. Shop layout.
6. Bibliography of current additional materials available for supplementary assignments.
7. Resource people available in certain trade areas.

It was unanimously agreed that a competent advisory committee check each occupational packet prior to final printing.

A discussion concerning available materials from ERIC disclosed that this agency is not furnishing the kind of resources needed by the instructor in presenting his material.

A good instructor's guide or occupational packet would tend to prevent gaps in instruction in that the instructor would not only teach the parts he likes, but would cover all areas of trade.

The group stated that some of the occupational packets needed now are:

1. Office machine repair
2. Aero-space-aircraft mechanics
3. Electronic data processing service
4. Electro-mechanical
5. TV repair
6. Sewing machine repair

Session #2

In developing the occupational packet, the group agreed that four levels must be considered. Some occupations would have to have all four packets. The levels identified are as follows:

1. Technical
2. Secondary
3. Post-secondary
4. Special needs

The latter level drew considerable comments and the following occupations were considered to be applicable to this group:

1. Heavy equipment operator
2. Machine tool operator
3. Lawn and garden care
4. Building maintenance

5. Electronic assembler

6. Sewing machine operator

7. Painter

8. Brick-layer

9. Cement finisher

By previous arrangement, Mr. Joel Magason, Ohio State University, joined the committee to discuss the ERIC system at Ohio State University. He explained that much of the material is now being recorded on "microfiche" to facilitate the whole system. He agreed that the material now available could be purchased from ERIC but might not be in suitable form for the average teacher. He stated that a great deal of work needed to be done in this area and that possibly ERIC could do it later.

Session #3

Since materials or occupational packets are not available in many areas the committee came up with a plan of action.

The chairman was selected to write each state director, who would in turn contact his regional director to establish some curriculum planning sessions. It was suggested that these sessions would come up with the approved format for the occupational packet and that possibly each state could be assigned an area of responsibility for one (1) occupational packet.

As these packets are developed, approved by an advisory committee, etc., they would be reproduced in sufficient quantity to give a complimentary copy to each cooperating state for reproduction. Each state would then have access to many occupational packets and could reproduce as many as they might need for their own programs. It was the opinion that each of the states would then try to "out-do" one another and each of the occupational packets would be outstanding in all four levels of instruction.

Summary:

After three lengthy sessions it was the consensus that something must be done immediately to give Trade and Industrial Education some continuity among the states. With proper guidance from the U.S.O.E. through the Regional offices some occupational packets could be developed to be placed in the hands of the instructors that would really get the job done. Again, using a statement that was tossed around quite frequently, "Education must not only be good, but good for something." The committee felt that the plan of action could help accomplish this objective.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

A NEW DIMENSION AND RESPONSIBILITY FOR EVERY T & I EDUCATOR

A Report of Committee #7

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committee

Priority Area VICA - A New Dimension and Responsibility of Every Trade and Industrial Educator

Committee No. 7

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NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Committee No. 7

VICA - A New Dimension and Responsibility of Every Trade and Industrial Educator

The committee in considering VICA - "A New Dimension and Responsibility of Every Trade and Industrial Educator" decided it would be best to have a look at the problems this new dimension has created. Part of the first session was used in an effort to identify some of the problems. The results are listed below:

1. Too few trade and industrial educators believe in the club.

2. In general, people at large do not know about the Vocational Industrial Clubs of America.

3. There is a marked resistance by many trade, industrial, technical, and health occupations teachers and administrators to additional youth clubs.

4. The students in trade, industrial, technical, and health occupations are reluctant to join.

5. Advisors are not prepared or are fearful of their leadership roll in VICA.

6. Students are reluctant to pay membership dues - failing to see advantages membership would bring.

7. Optional membership is a deterrent.

8. In some cases, the State Trade and Industrial organization structure is not good for promotion and maintenance of the club program.

9. Diversity and division of Trade, Industrial, Technical, and Health Occupations curriculums presents problems.

10. Some State Trade and Industrial Supervisors feel no responsibilties for serving youth in technical and health occupations.

11. Teacher educators are not actively supporting VICA.

12. Many schools have not structured VICA.

13. A lack of full-time personnel assigned the responsibility for VICA Clubs on the State level handicaps the program.

14. Lack of adequate financing.

15. The failure to provide worthwhile activity programs for local and state clubs.

16. Distance and transportation problems are of concern in many places.

17. Undeveloped industrial support.

18. Undeveloped labor support.

19. Undeveloped program of selling VICA to industry, labor, businesses, and the general public; especially in local community and state organizations.

20. Supply service needs improvements.

After considering the problems under the new dimension, attention of the committee focused on National Goals and Objectives. Suggestions in this direction were developed and are given below:

1. Endeavor to secure 100% membership of all eligible students.

2. The establishment of post-high school clubs.

3. The establishment of professional VICA Clubs for students in teacher training institutions.

4. Maintain national standards for memberships.

5. Establish a system of structural achievement awards for individual growth and development.

6. Increase the teacher VICA workshops for advisors.

7. Secure college credit for teacher-advisor workshops.

8. Secure 100% VICA professional memberships of all trade, industrial, technical, and health occupations teachers and advisors.

9. Increase Associate Memberships.

10. Develop an awareness of Guidance Counselors of the importance of all eligible youth participating in VICA activities.

11. Continue to develop the VICA Youth Foundation programs.

12. Be sure all state and local clubs know about the national VICA program of of work.

13. Increase the emphasis on the VICA dress-up program.

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14. Increase our VICA public relations program.

15. Increase attractiveness of publications.

16. Use colors on the front of the VICA magazine.

17. Work for full-time VICA State Advisors.

18. Change terminology of State Advisor to VICA Executive Director.

19. Organize local and state VICA advisory committees to serve every club organization.

20. Develop strong working relationships with other Vocational Youth Groups.

It was clear to the committee that the problems and goals of our new VICA dimensions in trade, industrial, technical, and health occupations calls for action.

Topics discussed under Plans for Action were:

1. Organization of a National Teachers' Association of trade, industrial, technical and health occupations teachers.

2. Sell local and state directors on the value of the VICA program.

3. Involve state VICA officers in trade, industrial, technical and health occupations workshops and conferences.

4. Have state supervisors evaluate local VICA youth activities as a part of their regular supervisory visits.

5. Expand leadership conferences on the local, state, regional, and national levels for VICA officers and advisors.

6. Support existing plans for administration of national VICA.

7. Support an increase in the national VICA staff.

8. State supervisors, directors and school principals should encourage local, state and national industry and labor organizations to give financial contributions to support VICA.

9. Involve more people through Associate Memberships in VICA.

To implement the Plans for Action, the committee spent some time in trying to identify resources which should be utilized. Discussion centered on local, state, and national sources as follows:

LOCAL:

1. Local school administrators
2. Business and industrial leaders in the community
3. Labor organizations and leaders
4. Academic teachers can be a real help
5. Vocational teachers must take a part
6. Local civic clubs and organizations
7. News media
8. Ministers
9. Law enforcement organizations and officers
10. Government officials
11. Advisory committees.

STATE:

1. Other youth organizations
2. State supervisors and teacher educators
3. School administrators in Departments of Education or Public Instruction
4. Educational television
5. State VICA handbooks, newsletters, magazines, brochures and other publications
6. Industry and labor and business
7. Foundations
8. Public relations departments of states where available
9. State and private publications
10. Goodwill tours
11. State legislators
12. State associations of various kinds

13. Governmental agencies

14. State leadership conferences

15. Skill contests and competitive activities.

NATIONAL:

1. Give recognition for individual achievements

2. National publications such as magazines, guides, newsletters and brochures

3. Tapes, slides, records and other audio visual aids

4. Dramatic presentations, especially at national conferences

5. Letters of recognition for services rendered

6. Chapter of the year awards and national awards

7. National foundations

8. National officer visitations

9. National VICA Executive Director

10. Regional trade, industrial, technical, and health occupations personnel

11. National VICA board members

12. Inter-region or state visitations.

In the final work of the committee, discussion centered on formulating a National Plan of Action. Items receiving attention were:

1. Give visibility to the goals of the committee.

2. Inform state directors of vocational education.

3. Make information available to P.T.A.'s.

4. Have copies of material sent to the national VICA board and officers.

5. Keep U.S. Chamber of Commerce and other groups and organizanizations informed of VICA goals.

6. Get the goals in the hands of school policy makers.

7. Be sure advisory committees are informed of VICA goals.

KEEPING T & I PROGRAMS CURRENT

WITH TRADE PRACTICES AND THE REQUIREMENTS OF INDUSTRY

A Report of Committee #8

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Keeping T & I Programs Current

Committee No. 8

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NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Committee No. 8

Problem 1 Craft advisory committees are an essential part of conducting quality T & I programs. Some of the problems that are encountered in using craft advisory committees are:

A. Vocational educators must publicize their programs so that they will be able to obtain the active participation of industry and organized labor on their advisory committees.

B. One industry may try to control the training content to the detriment of other industries.

C. Educators may encounter obsolete curriculum recommendations from some advisory committee members.

D. Occasionally the advisory committee will fail to provide accurate labor market information on needs for trained workers.

E. Some industries will refuse to accept workers for employment after training.

Solution 1

A. Local and state vocational educators should make a practice of preparing weekly news releases for dissemination to public information media to publicize vocational and technical programs being offered and being planned.

B. Status should be given to advisory committees when they are formed. One suggestion for accomplishing this is to have a picture of the advisory committee in each classroom. A recognition should be given to members of advisory committees completing "their tour of duty". Vocational directors should constantly strive to upgrade their skills in conference leading techniques.

C. Vocational educators including both administration and instructors must make periodic industrial visits in order to maintain a first-hand view of industrial activities so that training content can be structured to parallel these industry activities.

D. Advisory committees should not be relied upon entirely for labor market information concerning needs for trained workers. Research activities should be utilized to identify training needs on a periodic basis.

E. Vocational directors should work with management of industry in an advisory and informative capacity to resolve any problems relating to inability of some manufacturers to employ graduates of vocational technical programs.

Problem 2 How must vocational educators and state supervisors work with industry and organized labor to encourage the employment of persons with lesser abilities in job classifications where they can be successful?

Solution 2 Vocational educators on the local area, state, regional, and federal levels need to work with groups dedicated to serving persons with special needs. This would include resolving problems relating to the recruitment of persons with special needs into vocational and technical programs. Also, these groups may provide assistance when talking to industry and organized labor concerning the placement of persons with special needs in employment. This would be true especially if job description reclassification was necessary within the plan and within the bargaining agreement with organized labor.

Problem 3 How can the vocational director, supervisor, department head, and teachers be released from administrative paper work to spend more time on program improvement?

Solution 3 The school administration should be impressed with the need to provide adequate secretarial service of high caliber to take care of preparation of more routine reporting forms. In terms of financial records, electronic data processing equipment should be utilized by the vocational director when available in the school system. Instructor aids should be employed to attend to the paper work detail required of every instructor. Sufficient preparation time should be allowed for instructors which may mean employing additional professional staff.

Problem 4 How are teachers encouraged to update themselves in trade?

Solution 4 Instructors should be employed on a full-time basis in which one summer could be utilized for curriculum revision, second summer could be used for professional growth, third summer for gaining additional industrial experience. Classes could be conducted during the summer session through scheduling by use of reduced staff and employment of substitute teachers from industry. Teachers should return to school for upgrading in modern teaching techniques and media development, and should be released for attendance at industry sponsored institutes on new subject matter areas. The individual instructor should be encouraged to attend professional type conventions in which he will have the opportunity to mingle with his counterparts in industry.

Problem 5 How are school plant facilities and teaching equipment upgraded to match that used in industry?

Solution 5 The major problem appears to be financial aid. National study should be conducted in states that have operated area and local vocational education programs for at least ten years for the purpose of showing the industrial development that has occurred which has caused an increase in the tax base. These statistics then should be made available to state legislators for their consideration when deliberating on appropriations for vocational technical facilities and appropriations for equipment and supplies. Local and area school administrators should also be appraised of this information so that the boards may consider the implication of an increase tax base resulting from industrial expansion caused by the implementation of vocational and technical programs.

Identification of National Goals and Plans for Action to Accomplish These Goals

One problem brought out during more informal discussion at this work session was the proliferation, within certain states, of agencies trying to identify labor market information. CAMPS appears to be a system where this can be resolved. The ERIC system should be motivated to assimilate the information about systems being used in various states for the collection of labor market data and summaries of these data collection systems be disseminated to the state RCU's and Vocational Education Branches.

Some states are experiencing difficulty with accreditation. The U.S. Office of Education and the American Vocational Association should continue to work on the problems of accreditation of vocational and technical programs. These agencies should contact regional accrediting agencies and be assured that evaluation and accreditation of vocational and technical programs are carried out by persons who are knowledgeable and experienced in the field of vocational and technical education. The AVA and USOE should compile a list of qualified vocational educators that would be available for evaluation visits by regional accrediting agencies. If these two agencies working jointly with the regional accreditation agencies do not have their recommendations accepted by the regional accrediting agencies, the approval of authority of these regional agencies for vocational and technical programs should be removed. In order to gain wide dissemination of this recommendation, it should be distributed to NCLA, NASSTIE, NAITE and others on the Trade and Industrial Policy and Planning Committee. These recommendations should also be submitted to the National Advisory Council on Vocational Education.

Recently Congress has seen fit to channel considerable training monies to agencies other than public Vocational Education. This planning group recommends that all monies for occupational preparation and education be channeled through the State Department of Vocational Education and provisions be made for this money to be used for program upgrading. State and national vocational associations should contact congressional officials expressing a desire to obtain funds previously reserved for "crash programs" under other agencies. These monies should then be used for expanding, redesigning, restructuring and upgrading of vocational programs.

Recently, state and national committees have been appointed to evaluate and advise on vocational and technical education. The selection of these committees in many cases included persons with little knowledge of vocational and technical education. Trade and industrial educators must be involved, in the future, with the selection of national and state committees. In addition, funds from research and development should be utilized by trade and industrial educators to work with state and national advisory councils.

This entire report in Plan of Action should be sent to the state governors for their information.

EXPANDING TRADE AND INDUSTRIAL EDUCATION SERVICES

THROUGH

INDUSTRIAL COOPERATIVE TRAINING PROGRAMS

A Report of Committee #9

In Connection With

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

Kansas City, Missouri

May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Priority Area Expanding T & I Education Services Through ICT Training

Committee No. 9

Roster of Participants

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NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

Committee No. 9

Chairman: Eurus Stoltz
Co-Chairman: Shirrell Halbrook
Recorder: Fady Berry

Session #1

The first session was devoted to a general discussion of the basic concepts of an Industrial Cooperative Education Program and the need to expand the services of Trade and Industrial Education to be truly functional in meeting the various needs and interests of students and industry's manpower needs.

The group endorsed the industrial co-op program as an excellent way to prepare for a particular job and also receive general and related instruction as a supplement to job requirements. The apprenticeship system is based on this concept. Organized Industrial Cooperative Education Programs involve both school and industry and provide effective job conditioning; thus aiding young people in making adjustments in the adult world of work while still in school.

Through the Industrial Cooperative Education Program, the school can extend its educational opportunties by providing a more comprehensive school curriculum. Not only does it provide greater opportunties for students and make a more effective trade and industrial education program, it also enables the community in general to become actively engaged in the educational processes as a partner of the school.

To establish an effective Industrial Cooperative Education Program, the group considered it imperative that the following basic conditions be present:

+ A qualified and competent teacher-coordinator.
+ School administration and faculty must support and understand the concept of the industrial cooperative method of training.
+ Students must exhibit an adequate and sincere interest in industrial cooperative education and training.
+ The school population must be of sufficient size to insure a reasonable class enrollment.
+ An advisory committee representing management, labor, and other interested people should be created.
+ There must be sufficient and satisfactory training stations in the community to provide appropriate on-the-job training.

The final discussion of session one was devoted to how Trade and Industrial Education Services should be expanded through the industrial cooperative education program. The group

presented the following catagory levels in an attempt to identify and serve a broad spectrum of needs, interests and abilities.

1. Upgraded and Secondary: A program at this level would be for the disadvantaged student, special needs, and potential drop-outs who are not capable to enter a regular industrial co-op program. A one-year preparatory in-school vocational training program could be conducted for both the potential drop-out and the disadvantaged who may be under or over 16 years of age, but need work orientation prior to entering on-the-job training. Both boys and girls would be recruited for enrollment.

2. Secondary: This would designate a regular program available to capable junior and senior students, 16 years of age or older. The program would be conducted in regular high schools, comprehensive high schools and area vocational centers. Students for the co-op program would be recruited from the following curriculums: general preparatory (college prep.), industrial arts and trade and industrial in-school preparatory.

3. Post-Secondary: This program would operate similar to the internship at the university level. On-the-job training could be arranged on a variety of work schedules. It could be identical to the secondary programs or on-the-job training. It could be allocated to a semester or summer. This program would be for the full-time student with a definite vocational objective and enrolled in a trade and industrial occupational curriculum.

In the conducting of each type or level of industrial cooperative program emphasis is placed on the needs of the student and needs of industry.

Regardless of the type of program each must have quality of instruction that meets the particular aim or objective of the co-op program.

The second and third sessions were devoted to developing guidelines which would enhance the achievement of the objectives of the industrial cooperative program and expand the services of trade and industrial education. The following points are recommended for consideration:

1. Individual states determine what plan of industrial cooperative training program to be conducted.

2. Provide an organized training plan for socially accepted and currently practiced occupations with specific occupational objectives.

3. Comply with all state and federal statutory regulations i.e.; Fair Labor Standards Act, etc.

4. Program should be conducted in only accredited schools.

5. Create and establish an advisory committee equally represented by management, labor and interested laymen.

6. Program must be "student centered" and available to all students who can profit from the instruction and have reasonable assurance to succeed.

7. Involve local, state, and national organizations and other agencies that may be of assistance in providing needed resources.

8. Program must be flexible to accommodate the interest, desire and capabilities of the student and in keeping with the needs of industry.

9. Classroom instruction and on-the-job training must be adequate to enter and progress in a trade or occupation towards becoming vocationally competent.

10. Day trade students be moved into a co-op training situation whenever the student is ready.

11. Make effective use of guidance counselors.

12. Have a planned public relations and recruitment program.

13. Continuously evaluate the co-op program in terms of instruction, related materials, placement, follow-up, etc.

14. Secure a well qualified coordinator.

In conclusion, the group felt the following items need to be adopted and identified at the national level in order to really make an impact toward realizing the goal of expanding trade and industrial services through the industrial cooperative education program:

1. Clarification of terminology and definitions pertaining to Industrial Cooperative Education Program.

2. The Trade and Industrial Co-op Program be identified by a common national term.

3. The industrial cooperative method of training be recommended for more students who are enrolled in trade and industrial preparatory in-school programs.

4. An increased emphasis be placed on the development of citizenship, character development and proper attitude toward work.

5. Opportunity to join youth clubs and affiliate with VICA.

6. Further need to develop and make available related subject materials.

In the final minutes of the last session, the consensus of the group was that the key words to the success of expanding trade and industrial services through the industrial co-op program are communicate, cooperate, and coordinate.

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Vocational and Technical Education
Washington, D. C. 20202

THE NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION

THEME: Meeting the Challenge of Growth and Development

Hotel President
Kansas City, Missouri
May 14-16, 1968

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

National Planning and Development Committees

PURPOSES:
1. Clarify the national goals of T & I Education
2. Explore current and projected needs for planning, personnel resources, program development and research
3. Review the progress, programs and goals of VICA and its contribution to T & I education
4. Identify the critical problems facing T & I educators and plan their solution

Monday, May 13

7:00-9:00 p.m.
Mezzanine

Advance Registration

Meeting of Conference and Committee Chairmen

Tuesday, May 14

8:00-9:00 a.m.
Mezzanine

REGISTRATION

Chairman: Ernest B. Studebaker, Chief
Trade and Industrial Education
State Vocational Services Branch, VTE
U.S. Office of Education
Washington, D.C.

9:00 a.m.
Junior Ballroom

WELCOME & REMARKS

Freeman H. Beets
Regional Assistant Commissioner
Region VI
U.S. Office of Education
Kansas City, Missouri

B.W. Robinson
State Director of Vocational Education
Jefferson City, Missouri

Edwin L. Rumpf, Director
State Vocational Services Branch
Division of Vocational & Technical Education
U.S. Office of Education
Washington, D.C.

SPECIAL INTRODUCTIONS

CONFERENCE PLANS AND ANNOUNCEMENTS

10:15 a.m. — Break

10:30 a.m. — TECHNIQUES FOR PROJECTING MANPOWER SKILL REQUIREMENTS AND TRAINING NEEDS

Chairman: Dr. C. Thomas Olivo, Director
Division of Industrial Education
New York State Education Department
Albany, New York

Speaker: Irvin F.O. Wingeard, Chief
Division of Manpower Research and Development
U.S. Employment Service
Bureau of Employment Security
U.S. Department of Labor
Washington, D.C.

Group Discussion and Reaction

12:00 noon
Ballroom — LUNCHEON

VOCATIONAL EDUCATION AT THE CROSSROADS

Chairman: William M. Hicks
State Supervisor
Trade and Industrial Education
Atlanta, Georgia

Speaker: Lowell A. Burkett
Executive Director
American Vocational Association
Washington, D.C.

1:30 p.m. — THE NATIONAL GOALS OF T & I EDUCATION

Concurrent Workshops Sessions

General Chairman: Dr. Joe L. Reed
Teacher Educator
Trade and Industrial Education
University of Tennessee
Knoxville, Tennessee

Co-Chairman: Walter C. Verney
Program Officer, VTE

Region I
U.S. Office of Education
Boston, Massachusetts

Group Number	Chairman	Room Number
1	Robert M. McAbee Texas	Jr. Ballroom
2	H.L. Currie Arkansas	205
3	Thurman J. Bailey Florida	211
4	Walter E. Erdkamp Nebraska	215
5	Frank A. Oliverio Ohio	217
6	E.H. Jones South Carolina	219
7	M.O. Hulsey Alabama	221
8	Frank E. Briley Region III	225
9	Fred A. Martin Kentucky	M4

4:00 p.m. — **MEETING THE GROWTH DEMANDS FOR TRAINING-WHAT ARE THE NEEDS?**

A continuation of the above groups

7:00-9:00 p.m. — **NATIONAL PLANNING AND DEVELOPMENT COMMITTEES**

First Session - Concurrent Meetings

Priority Areas	Chairman
1. An improved teacher education program to meet the growth needs for T & I education services.	George L. Brandon Pennsylvania Junior Ballroom
2. A well-defined, coordinated and directed program of research to meet the needs of T & I education in an expanding economy.	Frank H. Wimer Washington Room 205
3. Top quality T & I programs: The specifications and how to meet them.	L.V. Ballard Texas Room 211

(Committees Continued)

4. Measuring the effectiveness of T & I programs.	Russell Britton Region VIII Room 215
5. Persons with special needs: The challenge for T & I educators.	Robert Jacoby Pennsylvania Room 219
6. Current and projected curriculum needs in T & I education.	Roy E. Ayres Oklahoma Room 221
7. VICA - A new dimension and responsibility for every T & I educator.	W. Lyle Roeseler Montana Room 225
8. Keeping T & I programs current with trade practices and the requirements of industry.	Harlan E. Giese Iowa M4
9. Expanding Trade and Industrial Education services through Industrial Cooperative Training Programs.	Eurus Stoltz Illinois Walnut Room

Wednesday, May 15

9:00 a.m.
Junior Ballroom

ECONOMY TRENDS AND THEIR MANPOWER IMPLICATIONS

Chairman: Dr. Edwin L. Rumpf

Speaker: Dr. Martin R. Gainsbrugh
Chief Economist
National Industrial Conference Board
New York, New York

Group discussion and Reaction

10:15 a.m. Break

10:30 a.m. NATIONAL PLANNING AND DEVELOPMENT COMMITTEES

Second Session - Concurrent Meetings

Group Number	Room Number
1	Junior Ballroom
2	205
3	211
4	215
5	217
6	219
7	221
8	227
9	Walnut Room

12:00 noon
Junior Ballroom

THE OHIO STATE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION - A RESOURCE FOR THE PROFESSION

Chairman: Merton Wheeler
State Supervisor
Trade and Industrial
Jefferson City, Missouri

Speaker: Dr. Robert E. Taylor, Director
The Center for Vocational & Technical Education
Ohio State University
Columbus, Ohio

1:30 p.m.
Junior Ballroom

RESPONSIBILITY IN BUSINESS

Chairman: Thaine D. McCormick, Director
Adult, Vocational and Liberal Programs
Region VI
Kansas City, Missouri

Panel: Joe B. Birkhead
President & General Manager
Better Business Bureau of Greater
Kansas City, Inc.

Robert Bollier, Sales Manager
Wells Real Estate, Inc.
Kansas City, Missouri
(Representing Presbyterian Church on cabinet of Metropolitan Inter-Church Agency)

Honorable Joseph P. Teasdale
Prosecuting Attorney
Jackson County
Kansas City, Missouri

2:30 p.m. — Break

2:45 p.m.
Same Rooms
as Morning Session — NATIONAL PLANNING AND DEVELOPMENT COMMITTEES

Third Session - Concurrent Meetings

7:30-9:00 p.m.
Junior Ballroom — MEETING OF THE NASSTIE AND NAITE

Chairman: Walter A. Bialobrezski
State Supervisor
Trade and Industrial Education
Hartford, Connecticut

Follow-up Report on Standards for Trade and Industrial Education

Discussion of Needs for an Organization of Trade and Industrial Education Teachers

Representation on T & I Division Policy and Planning Committee for AVA

NOTE: Everyone is invited to attend and participate in this meeting.

Thursday, May 16

9:00-10:30 a.m.
Junior Ballroom — CONTRIBUTIONS OF LABOR AND MANAGEMENT ORGANIZATIONS TO TRADE AND INDUSTRIAL EDUCATION

Chairman: Dr. Edwin L. Rumpf

Panel: Fred Irwin, Assistant to the President
International Brotherhood of Electrical Workers
Washington, D.C.

Robert J. Lanning
Business Manager, Local Union 533
National Association of Journeymen & Apprentices of Plumbing & Pipe Fitting Industry
Kansas City, Missouri

Elliott French, Director
Office of Apprenticeship
Bureau of Apprenticeship & Training
U.S. Department of Labor
Washington, D.C.

(Panel Continued)

William F. Roark, Director
Mason Relations Department
Structural Clay Products Institute
McLean, Virginia

Richard W. Tinnell, Director
Education & Training
Electronic Industries Association
Washington, D.C.

Jerome M. Shostak
Program Executive
Industrial Environment Department
National Association of Manufacturers
New York, New York

10:30 a.m. Break

10:45 a.m. PROGRAMS, PROGRESS AND GOALS OF VICA - ITS CONTRIBUTIONS TO TRADE AND INDUSTRIAL EDUCATION

Chairman: Charles D. Bates
State Supervisor
Trade and Industrial Education
Raleigh, North Carolina

Speaker: Larry W. Johnson
Executive Director
Vocational Industrial Clubs of America
Washington, D.C.

1:15 p.m. REPORTS OF ACTION COMMITTEES

1. National Goals of Trade and Industrial Education
2. Meeting the Growth Demands for Training
3. National Planning and Development Committees
   1. Improving teacher education programs
   2. Research to meet T & I needs
   3. Top quality T & I programs
   4. Measuring program effectiveness
   5. Programs to meet special needs
   6. Current and projected curriculum needs
   7. VICA - A new dimension in T & I education
   8. Keeping T & I programs current
   9. Industrial Cooperative Training Programs

2:45 p.m. ADJOURNMENT

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

Priority Area _____ No. _____

Chairman _____

Co-Chairman _____

Recorder _____

SUGGESTED GUIDELINES FOR THE COMMITTEE ACTION

General Objective:

Develop a plan of action to meet the current and projected national needs of Trade and Industrial education in this priority area.

Dimensions of T & I Education - U.S.A.

(Estimated for FY 1967)
1,450,000 in training in some 250 occupational programs
350,000 in secondary schools
125,000 in post secondary schools
975,000 in adult-supplementary programs
50% of persons in "special needs" programs
75,000 apprentices in 50 occupations
90,000 Industrial Cooperative Trainees in 65 occupations
45,000 Teachers, coordinators and supervisors
260 Teacher Educators of T & I Education
70 Institutions of higher learning
82 Campus
277 State Supervisors of T & I Education

1st Committee Session

1. Define the major problems and needs in this priority area of T & I education.

2. Formulate the national goals and objectives related to this area.

3. Discuss plans for action:

- How can the job be accomplished?
- What kind of a national organization, group, committee, and/or task force should be structured to operate in this priority area.

2nd Committee Session

1. Identify the resources which should be utilized to accomplish the goals and objectives:

   - Local
   - State
   - Regional
   - Federal

   Industrial establishments & organizations
   Trade groups and organizations
   International labor organizations
   Educational institutions and associations
   Civic organizations
   Communications media
   ------(other).

2. Formulate the national plan of action

   Organize the resources to get the job done.

3rd Committee Session

1. How will the plan be put into action?

2. Set up a realistic schedule of completion dates for the various phases of the plan.

3. By whom should the plan be reviewed prior to implementation?

4. Identify possible resources for reproducing the committee's plan of action.

5. Who will present verbal report to the conference Thursday P.M.?

4th Committee Session

Present verbal report to conference, Thursday, May 16, 1:15-2:45 p.m. Allow five to six minutes.

Furnish general conference chairman with:

- Roster of participants
- Name of Chairman
- Name of Co-Chairman
- Name of Recorder.

Note to Chairmen:

1. Your group, once organized in the first session, will continue as the action committee for your priority area during the 2nd and 3rd sessions.

2. Take time to get acquainted.

3. Select a co-chairman and recorder.

4. Budget your time to complete a plan of action.

5. Organize committee into sub-groups if necessary.

6. Modify suggested guidelines as needed.

7. Determine who will make the verbal report to the entire conference, Thursday P.M. Furnish name to general conference chairman as soon as possible.

8. Prepare final report of committee plan of action and forward to Chief, Trade and Industrial Education by June 15 if possible.

NATIONAL CONFERENCE ON TRADE AND INDUSTRIAL EDUCATION
May 14-16, 1968

SUGGESTED PLAN OF ACTION
on the
NATIONAL PLANNING AND DEVELOPMENT COMMITTEE REPORTS

1. Distribute reports to the following for review and improvement:

   State supervisors of Trade and Industrial Education
   Trade and Industrial Teacher Educators
   Teachers, Coordinators and Supervisors of Local Programs
   Trade and Local Advisory Committees
   Local Administrators of T & I Programs
   State Directors of Vocational Education
   Vocational Industrial Clubs of America
   Training Directors of Selected Industries
   Trade Associations related to T & I Education
   Labor Organizations
   Selected Government Agencies

2. Establish a continuing NATIONAL PLANNING AND DEVELOPMENT COMMITTEE in each priority area. Identify committees with official organizations of the above groups. One organization would mutually agree to assume the responsibility for leadership of a committee.

3. Plan, schedule and expedite a program of action by committee.

   Collect and review action plans and programs of the states, local communities, industrial and labor organizations, government agencies and other groups in the committee's priority area of interest. Prepare and distribute annotated bibliographies of these programs.

   Identify and conduct needed surveys and research.

   Distribute interim reports of committee action.

4. Publish and distribute suggested action programs.

5. Follow up and evaluate results.

6. Initiate action programs in other priority areas of need in Trade and Industrial Education.